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trations will be interesting to children. The paper is good, the type large, and the lines well leaded, making a handsome printed page. At the bottom of each page is given a scheme of questions for assistance and suggestion in conversation upon the topics read.

The text seems to be tolerably free from errors, though a rapid reading showed the following: *celle-là* without accent, last line, page 27; *faissait* for *faisait*, line 7, page 36; interrogation point omitted, line 11, page 43; *geux* for *yeux*, line 1, page 66; *I would* for *I should*, line 1, page 70; *baisant* for *baissant*, line 2 from bottom, page 72; *ne . . . pas* should be omitted in *qui ne nous manque pas*, lines 3 and 4, page 79; *a* should be *avait*, line 21, page 83; *gènerait* stands for *générait*, line 15, page 90; *espérons* for *espérons*, line 19, page 97; *sécouer* for *secouer*, line 4, page 98; *s'étendit* for *s'étendit*, line 9, page 98.

Not mentioning a number of expressions of doubtful authority, what would a Parisian say to *patates* (line 1, page 47) for *pommes de terre*; and *dissatisfaction* (spelled *disatisfaction* in line 10, page 92) for *mécontentement*?

The addition of the last seventy-one pages is of doubtful advisability. The arrangement of the fifty-six pages of grammatical references and tables is not adapted to the use of young pupils, while the vocabulary at the end of the book is incomplete, and, in any case, would be of little use in a book of this grade.

T. B. Bronson.

Lawrenceville School.

Civil Government in the United States Considered with Some Reference to its Origins. By JOHN FISKE. Boston: Houghton, Mifflin & Co. 1891. pp. xxx, 360.

“Whatever else it may be, ‘government’ is the power which imposes taxes.” At this conclusion Mr. Fiske arrives in half-a-dozen lucid pages, and its simplicity is typical of his method. Although his book could not have been written by an author unfamiliar with the development of political theory and with modern historical methods of political investigation, he does not bewilder the pupil with superfluous speculations as to the origin of the State, or the Social Contract, or with demonstrations of the “organic” nature of political society. He contents himself with emphasizing, through the concrete and familiar fact of taxation, the essential idea that government involves compulsion. He then takes up—since he is writing a text-book of government in a democracy, a country where the people rule—that form of government in which the people rule, that is, exercise compulsion, most simply and directly. In other words, he begins with local government.

For abstract political institutions, devoid of known parentage

and without visible means of support, such as fill the average text-book on civil government, the author of "The Critical Period of American History" evinces little interest. In the discussion of local government, which occupies the first 139 pages, and indeed throughout the book, his method is historical. He explains existing political institutions by showing out of what they developed and why their development took the course it did. In consequence, many facts about government are rendered not only easy to remember, which is, to be sure, desirable from the standpoint of examinations, but also possible to understand, which is at least equally desirable from a higher point of view. State and federal government occupy the latter half of the book. "A few words about politics," which close the text, treat civil service reform, the Australian ballot and "corrupt practices" with a vigor that ought to convince, and a reserve that cannot offend.

Besides an appendix, containing, in addition to the regulation documents, the Fundamental Orders of Connecticut (1638) and such novel features as a facsimile of a Massachusetts blanket ballot and a view of the interior of a polling place, there are at the end of each section "questions on the text" and further at the end of each chapter "suggestive questions." In order to answer the latter, the pupil must frequently go outside his text book to some of the other works mentioned in Mr. Fiske's "bibliographical notes." For the questions themselves the author acknowledges his obligation to Mr. F. A. Hill, Head Master of the English High School in Cambridge.

Mr. Fiske has not given us a school history of American politics. That field was already occupied by another able writer, the late Alexander Johnson. But he has given, to a large extent, such an account of the development of governmental forms in our country as will make the history of the United States doubly interesting to students of its civil government, and its civil government doubly interesting to students of its history. The book is worthy its author's high reputation. It brings two closely related subjects to one another's support in a way that no other American text-book of civil government has ever attempted. It makes far greater demands upon the teacher than the ordinary analytical compendium. But if well taught, it ought to reward the effort it requires.

Charles H. Hull.

Cornell University.

History of English Literature, vol. II, part I. (Wyclif, Chaucer, Earliest Drama, Renaissance), by BERNHARD TEN BRINK, translated by WM. CLARKE ROBINSON. New York: Henry Holt & Co.

As we take up the volume before us we are forcibly reminded